



St. Michael's C. E. Primary School

Curriculum Policy

[Approved: November 2016]
[To be reviewed: November 2018]

Curriculum Policy

[see also Gifted & Talented; SEN]

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum (2013), but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We endorse the aspirations concerning curriculum that are set out in the National Curriculum (2013), and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum. These are the main values of our school, upon which we have based our curriculum:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims

- 3.1 The aims of our school curriculum are:
- to enable all children to learn, and develop their skills, to the best of their ability;
 - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - to teach children the basic skills of English, mathematics and Information Technology;

- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Diocese of Hereford's Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

- 4.1** We plan our curriculum in three phases. We agree a 2 year long-term plan for each class. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. The plan runs in a Year 1/ Year 2 cycle.
- 4.2** Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National Curriculum 2013 for our school, at Foundation Stage we take our medium-term planning directly from the guidance documents.
- 4.3** Our short-term plans are those that our teachers write on a weekly (for job share) or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson and how we will assess and evaluate each session.
- 4.4** In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning with Maths & English being taught in discrete lessons. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum 2103 and early learning goals, and there is planned progression in all curriculum areas. In term 3, Year R pupils begin to follow the National Curriculum.
- 4.5** In Key Stage 2 we teach the foundation subjects to a theme. This means that, for example, a child may concentrate in one term on a history topic bias, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Art, Design & Technology and Religious Education are all included in these projects.

5 The curriculum and inclusion

- 5.1** The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- 5.2** If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational

opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an educational health care plan, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides structured education plans for each of the children who are on the special needs register. As part of these plans, we will also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Early Years Foundation Stage

6.1 The curriculum that we teach in the reception class meets the requirements set out in the Statutory Framework for Early Years Foundation stage 2014. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We have a positive partnership with the Pre School who share our premises.

6.3 Each term in the reception class the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile and the children's Learning Journeys. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

7.2 The school gives subject leaders time each term (during staff meetings and Learning Walks, for example), so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local

level. They review the way the subject is taught in the school, and plan for improvement with the other members of staff. Each subject leader has another member of staff in tandem so that support is always available. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The school carries out regular “book trawls” and assessment meetings with all teaching staff. During these meetings, staff look closely at children’s work, to illustrate the achievements of children at each key stage, and to exemplify and agree the attainment expected.

8 Monitoring and review

- 8.1** Our governing body’s curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.
- 8.2** There is a named governor assigned to each of the following areas: English, mathematics, ICT, science, sport, art & music. These governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- 8.3** The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 8.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.
- 8.5** This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Signed:

Date: